DOCUMENT RESUME

ED 321 601 FL 800 151

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TITLE Project Porvenir, 1988-89. Evaluation Section Report. OREA Report.
INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Apr 90
GRANT T003A80165
NOTE 27p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attendance; Bilingual Education; *Career Education; Curriculum Development; *English (Second Language); Federal Programs; Intermediate Grades; Language Proficiency; Limited English Speaking; *Native Language Instruction; Parent Participation; *Program Evaluation; Program Implementation; Spanish Speaking; Special Education; Staff Development
IDENTIFIERS Project Porvenir NY

ABSTRACT

In its first year, Project Porvenir provided instructional and support services to Spanish-speaking students of limited English proficiency in bilingual and special education in four Bronx (New York) elementary schools. Project goals were to increase students' English language proficiency and develop native language skills, provide career education leading to mainstreaming, and increase awareness of available career education and high school programs. The project met its objectives in general education attendance, career education, staff and curriculum development, and parent involvement. It did not meet its instructional objectives for English as a Second Language. It was not possible to assess attainment of objectives in native language arts or special education attendance. Recommendations for program improvement include generation of proposed materials for bilingual special education and review of the objective for academic mainstreaming and social interaction with peers. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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OREA Report

EVALUATION SECTION REPORT

PROJECT PORVENIR
Grant Number: T003A80165

1988-89

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EVALUATION SECTION
John E. Schoener, Chief Administrator
April 1990

EVALUATION SECTION REPORT

PROJECT PORVENIR
Grant Number: T003A80165

1988-89

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PROJECT PORVENIR
1988-89

SUMMARY

- Project Porvenir was fully implemented. During the 1988-89 school year, general and special education project students received instruction in Native Language Arts and career education. The project provided staff and curriculum development and activities for parental involvement.

- Project Porvenir met its objectives for career education, general education attendance, staff and curriculum development, and parental involvement. It did not meet its English as a Second Language objective. The project did not provide the necessary data for OREA to assess whether it had met its objectives for Native Language Arts, special education attendance, or academic mainstreaming and social interaction.

Project Porvenir was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded program of instructional and support services in its first year of a three-year funding cycle. The project served Spanish-speaking students of limited English proficiency (LEP students) in bilingual special and general education in grades four, five, and six at four Bronx schools, P.S. 25, P.S. 32, P.S. 65, and I.S. 206.

The goals of the project were to increase English language proficiency and to develop native language skills, provide career education leading to mainstreaming, and to increase students' awareness of career education and high school programs available to them.

To measure the project's attainment of its objectives, the Office of Research, Evaluation, and Assessment (OREA) interviewed program and school personnel, observed classes, and examined staff development surveys and project and school records. The program failed to meet its instructional objective for English as a Second Language (E.S.L.). OREA was unable to assess attainment of the objective in Native Language Arts (N.L.A.), since the project provided data for only 13 students. The project met its general education attendance, career education, staff and curriculum development, and parental involvement objectives. It did not provide data to assess the special education attendance objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Generate the proposed materials for bilingual special education.

- Review the objective for academic mainstreaming and social interaction with peers, to determine if it is realistic and measurable.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the first year of the Title VII program, Project Porvenir, a transitional bilingual program serving Hispanic students of limited English proficiency (LEP students) in special and general education. Participating students were in grades four through six at four schools located in Community School Districts (C.S.D.s) 7 and 10 in the Bronx. The main goal of the project was to develop career awareness and English and Spanish language skills.

HISTORY OF THE PROGRAM

Project Porvenir was created to provide instruction in English and Spanish and offer supplementary services for bilingual LEP general and special education students, the latter a historically underserved population in the New York City educational system. Project development and pre-service activities began in the fall of 1988; direct service started in January 1989.

SETTING

Bronx C.S.D.s 7 and 10 have large Hispanic populations. C.S.D. 7 (P.S. 25 and P.S. 65) is in an impoverished area of the South Bronx, and C.S.D. 10 (P.S. 32 and I.S. 206) is in the northeast Bronx.

PARTICIPATING STUDENTS

Students who participated in Project Porvenir were Spanish-

dominant LEP students in grades four through six general education classes, or in the special education Modified Instructional Service I (MIS I).

STAFF

Title VII-funded staff included the project director, a resource teacher, two paraprofessionals, and a secretary. All were full-time personnel, and all were bilingual in Spanish and English.

The project director supervised staff and programming. The resource teacher gave demonstration lessons, provided material and technical assistance to classroom teachers, assisted at workshops, and met with parents. The paraprofessionals were each assigned to a district, where they assisted in classroom and extracurricular activities, helped develop materials for resource teachers, and worked with parents.

DELIVERY OF SERVICES

Project Porvenir provided students with English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and career education courses. It offered tuition to classroom teachers for graduate courses in bilingual education, special education, and career education. Project Porvenir purchased bilingual and E.S.L. career materials, then distributed and demonstrated them to participating teachers. The project also organized programs of bilingual guest speakers and student trips, and cooperated in the Second Annual Bilingual Career Fair.

REPORT FORMAT

This report is organized as follows: Chapter II describes the evaluation methodology; Chapter III presents an analysis of the qualitative findings; Chapter IV gives the quantitative findings of the evaluation; and Chapter V offers conclusions and recommendations based upon the findings of the evaluation.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

This evaluation assessed two major areas: program implementation and outcome. Evaluation questions included the following:

Process/Implementation

- Did Project Porvenir implement instructional activities for developing E.S.L.?
- Did Project Porvenir implement instructional activities for improving students' native language skills?
- What activities did the project implement to involve parents?
- What staff development activities did the project implement?
- Did project staff develop curriculum materials as proposed?

Outcomes

- What was the participating students' average gain in English LAB scores?
- Did participating students increase their native language proficiency?
- How did the attendance of participating general education LEP students compare with that of mainstream students?
- Have the planned instructional activities increased bilingual special education students' awareness in career education?

EVALUATION PROCEDURES

Sample

An OREA field consultant interviewed the principals of P.S. 25 and I.S. 206 and the project director. The consultant also observed four classes. OREA provided a student data form for each participating student; Project Porvenir returned 366 forms, having served many more students than the 284 projected in the proposal.

Instruments

OREA developed interview and observation schedules for the use of the field consultant. Project personnel used OREA-developed staff development surveys as well as students' data retrieval forms to report demographic and achievement data.

Data Collection

OREA's field consultant interviewed and observed Project Porvenir classes during April 1989. OREA distributed student data forms to the program director in February and received completed forms in June. Project Porvenir distributed and collected the OREA-developed staff development surveys in June.

Data Analysis

OREA used the Language Assessment Battery (LAB) to assess improvement in English proficiency. Project Porvenir students were tested at grade level each spring. Students' raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which have multiple advantages over other scoring methods. They are

standard, normalized, and form an equal interval scale. ("Standard" indicates that the unit of measurement is a fraction of the standard deviation of the original distribution of raw scores; "normalized" refers to the fact that the scale is adjusted for the norm group so that its distribution has the shape of a normal distribution; and "equal interval scales" allow for legitimate aggregation or averaging of scores.) Project students' N.C.E.s indicated their standing in relation to the national average of 50.

To assess the significance of students' achievement in English, OREA computed a correlated t-test on LAB N.C.E. scores. The t-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

To insure representative achievement data, OREA included only those students who had been in the program for at least five months and had attended classes for at least 100 school days. OREA extrapolated to estimate full-year scores of late-arriving and early-exiting students.

Limitations

Since all LEP students are entitled to receive bilingual and E.S.L. services, OREA was unable to select an equivalent control group. However, the use of two sets of data, as outlined above, served in lieu of a control group.

III. EVALUATION FINDINGS: IMPLEMENTATION

Project Porvenir provided students with instruction in E.S.L., N.L.A., and career education. The project also offered staff development and parental involvement activities, and staff members undertook curriculum development.

STUDENT PLACEMENT AND PROGRAMMING

All participants in Project Porvenir were LEP students who had scored below the twenty-first percentile on the English version of the Language Assessment Battery (LAB).*

INSTRUCTIONAL ACTIVITIES

English as a Second Language

The OREA field consultant observed a special education class of nine students at I.S. 206 that combined career education with E.S.L. instruction. If students used Spanish, the teacher encouraged them to substitute English equivalents. The paraprofessional worked individually with students, communicating almost entirely in English.

The class discussed the requirements for jobs in air transportation, then used printed job descriptions in a simulated job search. The homework assignment was to write five sentences

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of non-native speakers of English in order to determine whether they can participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

about one of the jobs and look up three relevant words in the dictionary.

At P.S. 25, the field consultant observed a sixth grade general education class of 27 students, also combining E.S.L. and career education. Two paraprofessionals, one of them funded by Project Porvenir, assisted the teacher. The teacher conducted the lesson entirely in English. The project paraprofessional worked with small groups, assisting and clarifying. The class located want ads in local newspapers, then analyzed the various components of the jobs listed: salary, title, experience required, whether a second language was a requirement, and location of the workplace. Students also created their own want ads.

The lesson concluded with a discussion of comparative and superlative forms of adjectives. The homework assignment required students to compare want ads and fill in blanks on a chart using comparative and superlative forms of adjectives.

Native Language Arts

The OREA field consultant observed an N.L.A. class in medicine and health careers. The teacher led the class of 11 students, and a Project Porvenir paraprofessional worked individually with students. The teacher introduced the lesson with role playing, acting as if she were sick and asking students to interpret her behavior. The class then discussed what doctors and other medical personnel do in a hospital, what instruments they might use, and what responsibilities they have. This part

of the lesson concluded with a discussion of the need for doctors in schools and in the community. In the second part of the class, students worked on an assignment to identify 16 medical illustrations (e.g., thermometer, X-ray, blood pressure gauge, etc.) and label them in Spanish. When students used English, the teacher asked them for a Spanish translation.

At I.S. 206, the field consultant observed a sixth grade class of 35 students. A teacher and two paraprofessionals, one provided by Porvenir, were present. During the class, which was entirely in Spanish, the teacher drew a diagram outlining three main questions: (1) What do I want to be? (2) What is necessary for this job or career? (3) What kind of job do I think I can get in the future? Students worked in small groups and wrote individual essays that answered the three questions.

Career Education

Career education was part of N.L.A. and E.S.L. classes. The project emphasized the development of bilingual skills that students could use in future careers. The four classes observed by the OREA field consultant included career exploration and discussions of the importance of bilingual skills and education as resources for future jobs.

Project Porvenir coordinated activities for the second annual Bilingual Career Fair. Participating C.S.D.s, Lehman College, and the Multifunctional Resource Center (MRC) at Hunter College collaborated in planning this Career Fair, which was held May 1989 at Lehman College in the Bronx. Students reviewed

vocabulary, identified prospective careers, prepared to interview career representatives, and created murals based on the Fair. Bilingual guest speakers visited the schools to speak with students about their work and how to prepare for jobs. The project also organized relevant field trips.

NONINSTRUCTIONAL ACTIVITIES

Staff Development

The program's objective for staff development was:

- By June 1989, 75 percent of participating teachers will have demonstrated mastery of at least three teaching skills developed in training lessons or demonstration lessons, as documented in the project director's reports using a form developed by Project Porvenir and OREA.

The project provided teachers with financial support to enroll in graduate courses in bilingual education, special education, and career education.

In June 1989, the project organized a two-day staff institute on bilingual careers. OREA assessed the effectiveness of the institute by using a Likert-type scaled instrument--respondents used a scale from 1 to 6 to answer questions on the extent of the topics offered and their relevance, the sufficiency of opportunity to ask questions, the helpfulness of the institute's materials, the extent to which participants might apply the information presented, and the overall quality of the institute. To measure responses, OREA's data analysts constructed a composite scale. The mean response on this scale was 5.64 (s.d.=.785), indicating that the participants were

satisfied with the institute and felt they had acquired skills. The mean of participants' assessment of their knowledgeability on staff-development topics was 4.0 before the institute and 5.1 afterwards. Thus the reported mean increase on the 6-point scale was 1.1.

While Project Porvenir provided extensive staff development, it did not provide the data necessary for OREA to assess the objective as proposed.

Curriculum Development

The program objective for curriculum development was:

- By August 1989, needs will have been assessed and outlines completed for: a) career education curriculum materials for E.S.L. and native language skills, b) a resource booklet for teachers on mainstreaming strategies for bilingual LEP students in special education and general education settings, c) a parents manual in English and Spanish for parents with bilingual LEP children who are going through the mainstreaming process between bilingual special education and bilingual and English-dominant general education.

Project Porvenir completed the proposed outlines and submitted them to OREA. The project met its curriculum development objective.

Parental Involvement

The program objective for parental involvement was:

- By June 1989, initial involvement of parents of participating LEP students will have taken place through activities for parents (workshops, individual conferences, teacher contacts) as shown by project records.

The project director reported that the parents of participating students faced many problems with the law, poverty, drug addiction, lack of education, and single parenting. Moreover, parents of LEP special education students lacked information about careers and resources available to their children.

Project Porvenir felt that parental involvement was vital for students to be successful. It organized parent workshops in each school and a project-wide workshop to provide information about writing and reading programs for adults which would help them develop such skills as resume writing. The project also invited parents to participate in enrichment activities organized for students. Project Porvenir met its parental involvement objective.

IV. EVALUATION FINDINGS: OUTCOME

INSTRUCTIONAL ACTIVITIES

Project PORVENIR proposed instructional outcome objectives in E.S.L., N.L.A., and career education.

English as a Second Language

The program's objective for English language development was:

- By June 1989, 60 percent of participants will significantly increase their performance on the Language Assessment Battery (LAB).

There was a significant ($p<.05$) difference between pretest and posttest scores on the LAB; the mean N.C.E. gain was 2.1 (s.d.=10.8). However, only 49.5 percent of the 163 reported students displayed an increase in their LAB scores. Since this was less than the proposed 60 percent, Project PORVENIR did not meet its English language objective. It should be recognized that direct service based on a six-month period, January through June 1989. Since students took the LAB in March, they had only been served by the program for less than three months when they took the LAB posttest.

Native Language Arts

The evaluation objective for native language development was:

- By June 1989, 60 percent of participants will significantly increase their performance on the Spanish Language Assessment Battery (LAB).

Project Porvenir used the Spanish version of the LAB* to assess growth of Spanish language skills. Since the program reported pre- and posttest scores for only 13 students, OREA was unable to evaluate the project's attainment of this objective.

Career Education

The program's career education objective was:

- By June 1989, 60 percent of the LEP students in bilingual special education participating in the project will demonstrate awareness and competencies related to career education and high school options as measured by Project Porvenir-developed instruments.

OREA assessed this career education objective by calculating the number of students who took and passed tests in career education. The 97 students for whom data were available took from one to three tests. Three students took only one test and passed. Forty-nine took two tests, and 39 (80.0 percent) passed both. Of the 45 who took three tests, 23 (51.0 percent) passed all three. Therefore, 67 percent of the 97 bilingual special education students passed all of the tests they were supposed to have passed. Project Porvenir met the objective.

NONINSTRUCTIONAL ACTIVITIES

Project Porvenir proposed noninstructional outcome objectives in two areas, attendance and academic mainstreaming/ social interaction with peers.

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*The Spanish version of the Language Assessment Battery was developed by the Board of Education of the City of New York to measure the language proficiency of native speakers of Spanish. The test measures listening, reading, writing, and speaking.

Attendance

The evaluation objectives for attendance were:

- By June 1989, 60 percent of the LEP students in bilingual general education classes participating in the project will demonstrate comparable attendance rates to those of mainstream students as measured by official attendance records.

- By June 1989, 60 percent of the LEP students in bilingual special education classes participating in the project will demonstrate significant improvement in their attendance as measured by official attendance records.

OREA assessed the attendance objective for students in general education classes by comparing attendance rates for participating students in each school with attendance rates for the same school as a whole, and performing a z-test. There was no significant difference between the attendance rates of program and mainstream students. (See Table 1.) Therefore, the project met the first attendance objective.

It was impossible for OREA to assess the attendance objective for students in special education classes since this was the first year of project implementation. OREA's data did show the attendance rate of program students to be 82.9 percent. These data will be used as baseline data.

Academic Mainstreaming and Social Interaction With Peers

The evaluation objective for academic mainstreaming and social interaction with peers was:

- By June 1989, 60 percent of the participating LEP students in bilingual special education will demonstrate improved skills in academic mainstreaming and social interaction with peers as indicated on their

TABLE 1

Attendance of Participating General Education Project and Mainstream Students

School	Mainstream Students Number	Mainstream Students Rate	Project Students Number	Project Students Rate	z Score
P.S. 25	412	89.7	55	90.5	0.2
P.S. 32	714	85.9	61	91.9	1.3
P.S. 65	596	84.1	50	91.7	1.5
I.S. 206	638	87.0	92	91.9	1.4

- There was no significant difference between the attendance rate of mainstream students and project students in general education classes.

I.E.P.s and documented by field site teachers using a Project Porvenir checklist.

Although, Project Porvenir did not provide data for OREA to assess this objective, the project director reported observed increases in social interaction among participating students.

V. CONCLUSIONS AND RECOMMENDATIONS

Project Porvenir was designed to develop E.S.L. and native language skills through career education. The project emphasized bilingual education as enrichment. The project considered parental involvement to be strategic to the academic success of students.

During the fall semester, the project was devoted to start-up activities. It was fully implemented at all four sites in the spring semester.

Project Porvenir had the full support of school administrators. The two principals who were interviewed by the OREA field consultant expected to continue most of the services provided by the project after Title VII funding ended and expected to keep Porvenir teachers as trainers for new teachers. The project director reported that the project was still in the process of building relationships with principals and teachers, but a satisfactory start had been made.

Project Porvenir met its objectives for career education, general education, student attendance, staff development, curriculum development, and parental involvement. It failed to meet its objective for E.S.L. Since data were available for only 13 students, OREA was unable to assess accomplishment of the N.L.A. objective. The project did not provide any data for the attendance of special education student or the academic mainstreaming and social interaction with peers objectives.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Generate the proposed materials for bilingual special education.
- Review the objective for academic mainstreaming and to social interaction with peers, to determine if it is realistic and measurable.